



Alberta High School Environmental Curriculum Links

Social Studies 10

**Developed by the
Alberta Council for Environmental Education**

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ACEE Alberta Council for
Environmental Education
ADVANCING ENVIRONMENTAL EDUCATION IN ALBERTA

INTRODUCTION & BACKGROUND

The purpose of these documents is to empower Alberta educators to integrate environmental and climate education into their classrooms. Each subject area is enriched with guiding questions that align with the Alberta curriculum, creating meaningful connections to nature and place-based learning, Indigenous knowledge systems and perspectives, and climate change across all units. Additionally, these documents offer related resources and activities with links that educators can use to gain further knowledge and incorporate into their lessons.

The curriculum link documents were carefully developed in collaboration with practicing teachers and an Indigenous consultant to ensure they are both practical and culturally responsive. These educators brought their classroom experience and insights to the project, helping to shape content that is directly applicable and impactful for students. The inclusion of an Indigenous consultant ensured that Indigenous knowledge systems and perspectives were thoughtfully and accurately integrated, providing a well-rounded and respectful approach to environmental and climate education. This collaborative process resulted in resources that are both relevant and enriching for educators across Alberta.

For additional resources and support, educators are encouraged to explore the [ACEE Resources Hub](#).



A NOTE FOR LINKS TO INDIGENOUS KNOWLEDGE SYSTEMS AND PERSPECTIVES

**CREATED IN COLLABORATION WITH KORI CZUY, PHD.
INDIGENOUS/RELATIONAL SCIENCE CONSULTANT**

The suggestions made and the activities recommended have been reviewed and considered with deep conversation, relationality, time, and respect. Kori recognizes that educators are required to introduce, include, and expand upon Indigenous Knowledges in addition to global ones, but also acknowledges the challenges of introducing these concepts in a good way. Both within this guide and in teaching practice, Kori recommends the following:

- First focus on the knowledges of the Land you are teaching on and relate the topics/subject to those lands. This also allows for local connections to more easily be created. All knowledges are connected to a Land and originate from humans being in deep relationship with those Lands.
- All Indigenous knowledges should be cited both orally and written. Reference the Knowledge Keeper/Elder as well as which land they are connected with. This ensures relationality and allows for continued connections to that Land. Although it seems strange at first when speaking it, this type of citation also allows for the authenticity of knowledge and protocols.
- When possible, teach about concepts in context, outdoors. Make the learning tangible and inquiry-based, experiencing phenomena in real time when possible. This is essential to grounding learners to a greater understanding of place.
 - Example: can you contextualize where water is sourced from by visiting the main source, or a feeder source?

Across the curriculum, language surrounds commodification, extraction, and a lack of reciprocity and connection with the natural world. This continues to reinforce the idea that everything on Earth that is not human is for humans to use without consequence, rather than a gift that must be acknowledged. Some suggested alternate terms are as follows:

- Conservation --> finding balance
- Solutions --> responses to
- Preserving/ preservation --> balance of the natural world
 - Preservation is nearly impossible to achieve in the natural world, like conservation
- Exist --> thrive
- New species --> non-native or human-introduced
- Protect --> sustain
- Products/ resources --> gifts
- Produced --> harvested
- Emulating --> learning
- Invented --> created or originated for people (especially if the “invention” was influenced from plant or animal knowledge)

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SOCIAL STUDIES 10-1



ACEE Alberta Council for
Environmental Education

RELATED ISSUE 1

To what extent should globalization shape identity?

- **Personal identity and climate change**
- **Global perspectives on climate change**

RELATED ISSUE 2

To what extent should contemporary society respond to the legacies of historical globalization?

- **Global market vs. resource use**
- **Sustainable production practices**

RELATED ISSUE 3

To what extent does globalization contribute to sustainable prosperity for all?

- **Climate/ environmental policies**
- **COP and The Paris Agreements**

RELATED ISSUE 4

To what extent should I, as a citizen, respond to globalization?

- **Climate change mitigation actions**
- **Social justice and eco justice**



SOCIAL STUDIES 10 - 1

Related Issue 1

To what extent should globalization shape identity?

1. How might your upbringing influence your relationship with the environment, land, and the cosmos?
Your perspective to understand global and local climate change?
 - Connections to POS 1.2-1.4, 1.9, 3.7, 3.9
2. How might the UN's Sustainable Development Goals (SDGs) help us understand ways in which globalization can instigate and inspire change?
 - Connections to POS 1.1, 1.3-1.5, 1.8, 2.2-2.3, 2.9, 3.1-3.3, 3.7, 4.1-4.10
3. How might global events, such as pandemics, climate change, extreme weather events, wars, etc., impact the supply chain of food, goods, or services across the globe? How might these impact the Canadian landscape?
4. How did the drastic reduction of cars on the road impact animals, plants, and people?
 - Connections to POS 1.3, 1.5, 2.2-2.3, 3.1-3.3, 3.6-3.9, 4.1, 4.4, 4.8

Relevant Activities and Resources

1. Smithsonian Science Education Center: Environmental Justice! How can we create environments that are healthy for everyone? (Eng, Fr, Arabic, Spanish)
 - a. Teacher and student guide
 - b. Task 1: What is my relationship with my environment (pp. 1-10)
 - c. Students are guided through an activity to identify their positionality, and how this has influenced their worldview, as well as the decision-making power they hold
2. Understanding Global Climate Change: University of California Museum of Paleontology. (Eng)
 - a. Which naturally occurring cycles illustrated by the infographic are impacted by globalization?
3. UN Sustainable Development Goals- Educator Guide & Slide Deck (Eng, Website available in multiple languages)
 - a. Intro and contextualize the SDGs
 - b. Review and understand the impact of the SDGs through a case study of goal 4: Quality Education
 - c. Extend this activity by allowing students to select one of the 17 goals and examining the micro and macro impacts of the chosen SDG
4. National Oceanic and Atmospheric Administration (NOAA): The Pandemic and Air Quality Case Study. (Eng)
 - a. Review the case study with students, using the various maps and data sets to discuss observable patterns and how these patterns may be explained through globalization
 - b. How did the reduction in emissions during the height of the pandemic affect global air quality today?



SOCIAL STUDIES 10 - 1

Related Issue 2

To what extent should contemporary society respond to the legacies of historical globalization?

1. How has the impact of capitalism and consumerism influenced or disrupted natural cycles?
 - Connections to POS 1.1, 1.3-1.4, 1.7, 1.9, 2.1, 2.5, 2.10-2.11, 3.8-3.9, 4.1
2. How has globalization impacted the sustainable land use practices of Indigenous Peoples?
 - Connections to POS 1.2-1.4, 1.7, 2.1-2.4, 2.11-2.12, 3.7-3.9
3. How does the extraction and resulting depletion of resources, without reciprocity or respect, impact climate change?
 - Connections to POS 1.2-1.4, 1.7, 2.1-2.4, 2.11-2.12, 3.7-3.9
4. What has been the impact of globalization's demand for resources globally, especially for Indigenous Peoples?
 - Connections to POS 1.3, 1.5, 1.7, 2.1-2.3, 2.6-2.10, 2.12-2.13, 3.7-3.9

Relevant Activities and Resources

1. The Fur Trade: How supply and demand can deplete or extinguish resources, especially without understanding the impacts on Indigenous Peoples
 - Read the chapters "The Gift of Strawberries" (pp.39) and "The Allegiance to Gratitude" (pp. 83) from *Braiding Sweetgrass for Young Adults* by Robin Wall Kimmerer (Adult version available in French)
 - Teaching guide for Braiding Sweetgrass for Young Adults by Robin Wall Kimmerer
 - Use the prompting questions throughout the chapters to reflect on modern day trade, compared to The Fur Trade. How might the idea of a gifting economy among traders have changed the impact of The Fur Trade?
2. Research the Kanesatake Resistance (Oka Crisis), The Wet'suwet'en Hereditary Chief and Keystone Pipeline Protests, and the destruction of Old Growth forests and how it relates to the land rights of Indigenous Peoples (Eng)
 - How do these events relate to the ever-growing demands on resources in, and outside of, Canada?



SOCIAL STUDIES 10 - 1

Related Issue 3

To what extent does globalization contribute to sustainable prosperity for all?

1. How has globalization impacted climate change agreements and policy?
2. How does policy change and conversation that occurred at COP26 impact Canada, and federal policy?
 - a. Connections to POS 1.5, 3.1–3.2, 3.5–3.6, 3.8, 4.3, 4.9–4.10
3. How has globalization influenced access to information about a country's policy and governance?
 - a. Connections to POS 1.6, 3.8, 3.9, 4.1–4.5, 4.7–4.11
4. How might coordinated efforts to slow climate change internationally contribute to globalization?

Relevant Activities and Resources

1. Compare and contrast Canada's NDCs to another country
2. COP26 Resources
 - COP26: Explained (pp. 40–47)
 - COP26: Negotiations Explained
 - Canada's achievements at COP26 (Eng, Fr)
3. The Paris Agreement Resources (Eng, Fr)
 - The Paris Agreement and NDCs
 - The NDC Registry
4. Choose one of the UN's Sustainable Development Goals related to climate action (#6–7, #11–15), and validate the information regarding the global progress
 - a. SDG Progress Chart 2023 (Eng, Fr, Arabic, Sp, Polish, Mandarin)



SOCIAL STUDIES 10 - 1

Related Issue 4

To what extent should I, as a citizen, respond to globalization?

1. How might youth make a difference in global climate change mitigation action?
 - Connections to POS 2.3, 3.2, 3.7-3.8, 4.1, 4.3, 4.5, 4.7-4.8
2. How might youth participate in global efforts regarding climate mitigation action?
 - Connections to POS 2.3, 3.2, 3.7-3.8, 4.1, 4.3, 4.5, 4.7-4.8
3. How might youth understand the role of citizens in contributing to climate change mitigation action?
 - Connections to POS 2.3, 3.2, 3.7-3.8, 4.1, 4.3, 4.5, 4.7-4.8
4. How do we become informed of social justice issues across the globe?
 - Connections to POS 1.1-1.2, 1.6, 2.2, 3.1, 3.9, 4.9, 4.11

Relevant Activities and Resources

1. Common Ground Environmental Literacy Cards: Environment and Climate Change Canada x Youth Climate Lab (Eng, Fr)
2. Environment and Climate Change Youth Council (Eng, Fr)
3. Canadian Museum for Human Rights and Freedoms: Be an Upstander (Eng, Fr)
 - Teacher Guide
 - Student Guide
 - A semester-long/ unit-long inquiry project. How might students address a social justice issue?
4. C40 Case Study
 - How might students advocate for their city to become a member of the C40 group?
5. Case Study: Youth Engagement in Climate Change Action at COP24

SOCIAL STUDIES 10-2



ACEE Alberta Council for
Environmental Education

RELATED ISSUE 1

Should globalization shape identity?

- **Personal identity and climate change**
- **Global perspectives on climate change**

RELATED ISSUE 2

Should contemporary society respond to the legacies of historical globalization?

- **Global market vs. resource use**
- **Sustainable production practices**

RELATED ISSUE 3

Does globalization contribute to sustainable prosperity for all people?

- **Climate/ environmental policies**
- **COP and The Paris Agreements**

RELATED ISSUE 4

Should I, as a citizen, respond to globalization?

- **Climate change mitigation actions**
- **Social justice and eco justice**



SOCIAL STUDIES 10 - 2

Related Issue 1

Should globalization shape identity?

1. How might your upbringing influence your relationship with the environment, land, and the cosmos? What is your understanding of the global and local climate change?
 - Connections to POS 1.2-1.4, 3.7, 3.9
2. How might the UN's Sustainable Development Goals (SDG's) shape Canada's identity?
 - Connections to POS 1.1, 1.3, 1.5, 1.8, 2.2-2.3, 3.1-3.3, 3.7, 4.1-4.10

Relevant Activities and Resources

1. Smithsonian Science Education Center: Environmental Justice! How can we create environments that are healthy for everyone? (Eng, Fr, Arabic, Spanish)
 - Teacher and student guide
 - Task 1: What is my relationship with my environment (pp. 1-10)
 - Students are guided through an activity to identify their own positionality, and how this has influenced their worldview, as well as the decision-making power they hold
2. Understanding Global Climate Change: University of California Museum of Paleontology. (Eng)
 - Which naturally occurring cycles illustrated by the infographic are impacted through globalization?
3. UN Sustainable Development Goals- Educator Guide & Slide Deck (Eng, Website available in multiple languages)
 - Intro and contextualize the SDGs
 - Review and understand the impact of the SDGs through a case study of goal 4: Quality Education
 - Extend this activity by allowing students to select one of the 17 goals and examining the micro and macro impacts of the chosen SDG



SOCIAL STUDIES 10 - 2

Related Issue 2

Should people in Canada respond to the legacies of historical globalization?

1. How has the impact of capitalism and consumerism influenced or disrupted natural cycles?
 - Connections to POS 1.1, 1.3-1.4, 1.7, 1.9, 2.1, 2.5, 2.10-2.11, 3.8-3.9, 4.1
2. How has globalization impacted the sustainable land use practices of Indigenous Peoples?
 - Connections to POS 1.2-1.4, 1.7, 2.1-2.4, 2.11-2.12, 3.7-3.9
3. How does the extraction and resulting depletion of resources, without reciprocity or respect, impact climate change?
 - Connections to POS 1.2-1.4, 1.7, 2.1-2.4, 2.11-2.12, 3.7-3.9
4. How has the demand for resources due to globalization caused impacts, especially for Indigenous Peoples, around the globe?
 - Connections to POS 1.3, 1.5, 1.7, 2.1-2.3, 2.6-2.10, 2.12-2.13, 3.7-3.9

Relevant Activities and Resources

1. The Fur Trade: How supply and demand can deplete or extinguish resources, especially without understanding the impacts on Indigenous Peoples
 - Read the chapters “The Gift of Strawberries” (pp.39) and “The Allegiance to Gratitude” (pp. 83) from Braiding Sweetgrass for Young Adults by Robin Wall Kimmerer (Adult version available in French)
 - Teaching guide for Braiding Sweetgrass for Young Adults by Robin Wall Kimmerer
 - i. Use the prompting questions throughout the chapters to reflect on modern day trade, in comparison to The Fur Trade. How might the idea of a gifting economy among traders have changed the impact of The Fur Trade?
2. Research the Kanesatake Resistance (Oka Crisis), The Wet’suwet’en Hereditary Chief and Keystone Pipeline Protests, and the destruction of Old Growth forests and how it relates to land rights of Indigenous Peoples (Eng)
 - How do these events relate to the ever-growing demands on resources in, and outside of, Canada?



SOCIAL STUDIES 10 - 2

Related Issue 3

Does globalization contribute to sustainable prosperity for all people?

1. How has the global community coordinated efforts to slow climate change?
 - Connections to POS 1.5, 3.1-3.2, 3.5-3.6, 3.8, 4.3, 4.9-4.10
2. What climate policies has Canada implemented due to COP26?
 - Connections to POS 1.5, 3.1-3.2, 3.5-3.6, 3.8, 4.3, 4.9-4.10
3. How do the UN SDG's contribute to prosperity for all peoples? Prosperity for the climate and environment?
 - Connections to POS 1.5, 3.1-3.2, 3.5-3.6, 3.8, 4.3, 4.9-4.10

Relevant Activities and Resources

1. Compare and contrast Canada's NDCs to another country
2. COP26 Resources
 - [COP26: Explained](#) (pp. 40-47)
 - [COP26: Negotiations Explained](#)
 - [Canada's achievements at COP26](#) (Eng, Fr)
3. COP27 Resources
 - [Key Themes](#) (Eng, Fr)
 - [Finance and Justice](#) (Eng, Fr)
4. The Paris Agreement Resources (Eng, Fr)
 - [The Paris Agreement and NDCs](#)
 - [The NDC Registry](#)
5. Choose one of the UN's Sustainable Development Goals related to climate action (#6-7, #11-15), and validate the information regarding the global progress
 - [SDG Progress Chart 2023](#) (Eng, Fr, Arabic, Sp, Polish, Mandarin)



SOCIAL STUDIES 10 - 2

Related Issue 4

Should I, as a citizen, respond to globalization?

1. How can youth participate in global efforts regarding climate mitigation action?
 - Connections to POS 2.3, 3.2, 3.7-3.8, 4.1, 4.3, 4.5, 4.7-4.8
2. How do we become informed of social justice issues across the globe?
 - Connections to POS 1.1-1.2, 1.6, 2.2, 3.1, 3.9, 4.9, 4.11

Relevant Activities and Resources

1. Common Ground Environmental Literacy Cards: Environment and Climate Change Canada x Youth Climate Lab (Eng, Fr)
2. Environment and Climate Change Youth Council (Eng, Fr)
3. Canadian Museum for Human Rights and Freedoms: Be an Upstander (Eng, Fr)
 - Teacher Guide
 - Student Guide
 - A semester-long/ unit-long inquiry project. How might students address a social justice issue?



GET SUPPORT FROM ACEE

ACEE is committed to supporting teachers across Alberta by developing curriculum links between climate, sustainability, and our environment to the AB Programs of Study.

The ACEE team has specialized professional development offerings to enhance your classroom teaching experience. All workshops can be adapted to your location, desired length, and goals.

In addition to our workshops, the ACEE team offers personalized consultation services to help you integrate curriculum linked environmental education into your programs or classrooms.

To learn more:
abcee.org

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